

2009-10 GRANT APPLICATION

(Districts receiving both LEP and immigrant sub-grants combine allocation amounts)

* A Consortium Participant Agreement Form must be submitted for EACH participating school corporation (see end of grant application).

Lauren Harvey, Coordinator of English Language Learning & Migrant Education
Indiana Department of Education
151 W. Ohio Street
Indianapolis, IN 46204

ASSURANCES

School Corporation/Eligible Entity:

A consolidated assurance document covering all federal formula programs has been signed by Superintendents and has been submitted by all school districts. This consolidated assurance document will be in effect for the duration of the ESEA through 2007. These assurances can be found at <<http://doe.state.in.us/esea/welcome.html>>.

Assurances included in the consolidated assurance document that relate to Title III are as follows:

1. The local education agency (LEA) or consortium lead agency assures that the program will enable children to speak, read, write, and comprehend the English language and meet challenging state standards;
2. The LEA or consortium lead agency assures that teachers, researchers, school administrators, and parents, private schools, institutions of higher education, and, if appropriate, education related community groups and nonprofit organizations, were consulted in developing the sub-grant application (Title III, section 3116);
<<http://ideanet.doe.state.in.us/lmmp/privateschool.html>>
3. The LEA or consortium lead agency assures that all activities proposed in the application are based on scientific research demonstrating program effectiveness in teaching LEP students;
4. The LEA or consortium lead agency assures that the English proficiency level of all students with limited English proficiency participating in programs funded under Title III will be assessed annually (Title III, section 3116);
5. The LEA or consortium lead agency assures that children who have been in the United States for three or more years will be assessed on academic standards in English; and
6. The LEA or consortium lead agency assures that each school in the district will comply with Title III, section 3302, Parent Notification, prior to and throughout each school year.
<<http://ideanet.doe.state.in.us/lmmp/parentalnotificationltr.html>>

LEAs receiving Title III funds, either directly or through a Title III consortium, must spend Title III funds on the two required activities:

- Increasing English proficiency and student academic achievement of children who are limited English proficient (LEP) (Title III, section 3102); and
- Providing high-quality professional development to classroom teachers, principals, and administrators involved in their education (Title III, section 3115).

The complete Title III legislation can be read online at:
<http://www.ed.gov/policy/elsec/leg/esea02/pg39.html>

LOCAL PLAN NARRATIVE

As required in Sections 3115 and 3116, please provide a program narrative specifically addressing each item outlined in the following sections: (Attach narrative pages as needed)

I. INSTRUCTIONAL:

1. Describe the **programs and activities** proposed to be developed, implemented and administered under the sub-grant [Sec.3115 (a), (d), (e)]. Describe how these Title III activities supplement the core English language development program.
2. Describe how language instruction educational programs carried out under the sub-grant will **ensure** that limited English proficient children, being served by the program, develop English proficiency [Sec. 3115 (d); Sec. 3116].
3. Describe how the LEA will provide educational services to LEP children and educational personnel in **private schools** that are located in the geographic area served by the LEA (NCLB Act, Title I, Part A, section 1120; Title IX, Part E, Sections 9501-9506; Education Department General Administrative Regulations, Part 76, Sections 76.650-76.662).
4. Describe how the school corporation or eligible entity will hold schools **accountable** for meeting the Annual Measurable Achievement Objectives (AMAOs) and for making Adequate Yearly Progress (AYP) for limited English proficient (LEP) students (Sec. 3122).
5. Describe the process used to **monitor** the performance of former LEP students in meeting the State Academic Standards for the two years after they no longer receive Title III services [Sec. 3121(a)(4)]. Also describe the frequency of monitoring. The sources of information collected may include:
 - records on length of time from entry to transition and/or exit from program;
 - performance on standardized achievement tests such as ISTEP+;
 - grades in content area classes;
 - English oral, reading, and written skills as demonstrated by grades in language development courses;
 - Grade Point Averages (GPAs);
 - teacher observations;
 - parent observations and/or feedback;
 - meeting grade promotion and graduation requirements; and
 - graduation rate

II. PROFESSIONAL DEVELOPMENT:

1. Describe how the program will use a portion of the funds to provide high quality professional development to classroom teachers (including teachers in classroom settings outside of language instruction educational programs), principals, administrators, and other school or community based personnel [Sec. 3115 (c)(2)]:
 - designed to **improve** the instruction and assessment of LEP children;
 - designed to **enhance the ability** of such teachers to understand and use curricula, assessment measures, and instructional strategies for LEP children;

- based on **scientifically based research** demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge and teaching skills of such teachers; and
- of **sufficient intensity and duration** to have a positive and lasting impact on the teacher's performance in the classroom.

3. Provide an anticipated **timeline** for professional development activities for the 2009-10 school year including dates, times, and presenters.

III. **PARENTAL NOTIFICATION:**

1. Describe how the LEA will **ensure** that the following required annual parental notification requirement is implemented:
 - No later than 30 days after the beginning of the school year (or within two weeks of late enrollment), each entity shall inform parents of limited English proficient students of their child's identification for participation in a language instruction educational program [Sec.3302(a)]. A sample Parent Notification form can be found at <http://www.doe.state.in.us/lmmp/parentalnotificationltr.html>.
2. Describe how the LEA will **incorporate** parental participation including:
 - implementing an effective means of outreach to parents of limited English proficient students to inform them of how they can:
 - be involved in their child's education;
 - be active participants in assisting their child to learn English, achieve at high levels, and meet State standards;
 - holding and sending notice of opportunities for regular meetings to formulate and respond to recommendations from parents [Sec.3302(e)].

IV. **SCIENTIFICALLY-BASED RESEARCH:**

1. Describe the scientifically-based research which demonstrates the effectiveness of the approaches and methodologies used in the language instruction educational program to increase English proficiency and student academic achievement in the core academic subjects [Sec. 3115 (a), (c); Sec.3303]. Information on language instruction educational programs based on scientifically-based research can be found at:
 - National Clearinghouse for English Language Acquisition (NCELA)
<http://www.ncela.gwu.edu/resabout/research>
 - Center for Research on the Educational Achievement and Teaching of English Language Learners
<http://www.cal.org/create/>

V. BUDGET:

Complete the following two budget tables. As indicated in Title III, section 3115(g), funds must be used to **supplement, not supplant** instructional programs for LEP students and this should be reflected in the budget. Please note the following when completing the budget table:

- Each line item must be described in the narrative.
- A Budget Amendment Form must be submitted for approval in order to transfer line items amounts in excess of 10% of the total grant amount.
- Administration is limited to 2% of the total grant amount, including direct and indirect costs.
- Title III funds may not be used by school corporations and charter schools for costs associated with administering the LAS Links English proficiency assessment. This is only permissible for non-public schools.

CATEGORY	DESCRIPTION	AMOUNT
Administration (Up to 2% of total – includes direct and indirect costs)		
Supplemental Personnel * (Salary & Fringe)		
Supplemental Instructional Materials		
Professional Development		
Supplies		
Other		
TOTAL (same as cover page)		

*** PERSONNEL DETAIL:**

Name	Grade level	Hours daily	Total # of days	Salary	Fringe	C/N*	Responsibilities

* C – Certified

N – Non-certified

Note: Please do not wait for application approval to begin identifying potential candidates.

TITLE III GUIDANCE

PURPOSES OF SUB-GRANTS

Eligible entities shall utilize funds for approaches and methodologies based on scientifically based research on teaching limited English proficient (LEP) children for the following purposes:

- developing and implementing new language instruction educational programs and academic content instruction programs for such children and youth, including programs of early childhood education, elementary education school programs, and secondary school programs;
- carrying out highly focused, innovative, locally developed activities to expand or enhance existing language instruction educational programs and academic content instruction programs for such children and youth;
- implementing, within an individual school, schoolwide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for such children; or
- implementing, within the entire jurisdiction of a local educational agency, agency-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for such children.

REQUIRED ACTIVITIES

- increasing the English proficiency of LEP children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects; and
- providing high-quality professional development to classroom teachers (including those outside the setting of language instruction educational programs), principals, administrators, and other school personnel.

AUTHORIZED ACTIVITIES

- upgrading program objectives and effective instruction strategies;
- identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures;
- providing tutorials or intensified instruction;
- developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services;
- improving the English proficiency and academic achievement of LEP children;
- providing community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families; and
- improving the instruction of LEP children.

EVALUATION COMPONENTS

- A** progress in attaining English proficiency, percent who have attained proficiency
- B** percentage transitioned into classrooms not tailored for LEP children, and who have a sufficient level of English proficiency to permit them to achieve in English
- C** percentage meeting State academic and achievement standards
- LEAs will complete an annual performance report at the end of each fiscal period and submit it to the Indiana Department of Education, Division of Language Minority and Migrant Programs. Performance report will include:
- a program description;
 - student progress made on English proficiency and State standards;
 - number and % of students attaining English proficiency by end of school year; and
 - a description of progress made by children in meeting State standards for two years after such children no longer receive services.

Evaluations will be used to:

- improve programs and activities;
- determine effectiveness of programs and activities (attaining English and State standards); and
- determine continuance of funding.

TITLE III CONSORTIUM PARTICIPANT AGREEMENT*

This form must be completed by each school corporation participating in the consortium in order for the Indiana Department of Education to release funds to the fiscal agent.

(School Corporation)

agrees to participate in a consortium application for Title III funds for the 2009-10 school year. The fiscal agent for this consortium will be

(School Corporation)

(Name of Participating Superintendent)

(Signature of Participating Superintendent)

* As referenced on the grant application cover page, this form is to be completed only by school corporations participating in Title III through a consortium.

By September 4, 2009, please submit this completed form to:
Lauren Harvey, Coordinator of English Language Learning & Migrant Education
Indiana Department of Education
(317) 232-0555 (800) 382-9962
Fax (317) 234-2121